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ABSTRACT

Changes in the United States and around the globe have influenced the world of work and the field of career development. Legislation is emphasizing career development programs for students and adults alike. This document provides an overview of the National Career Development Association's (NCDA) efforts to support the recognition and use of qualified professional career counselors in educational settings, community and government agencies, business and industry, and private practice. It includes the most recent documents developed by NCDA regarding career development policy, career counseling competencies, consumer guidelines for career counselor selection, services of career development specialists, and ethical standards. Section I provides an overview of NCDA and NCDA positions on career development via the 1992-93 NCDA Board's encompassing policy statement, with definitions of key terms and attention to fundamental concepts, issues, strategies, and practices at every stage. Section II describes, defines and discusses career counseling competencies, while section III reflects efforts to help the public select and benefit from career counselors. Section IV presents general and specific services provided by various career development specialties. Section V presents NCDA's ethical standards and procedures for processing ethical complaints, and section VI identifies additional printed resources. (JBJ)

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THE PROFESSIONAL PRACTICE OF CAREER COUNSELING AND CONSULTATION: A RESOURCE DOCUMENT

Second Edition

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THE PROFESSIONAL PRACTICE OF CAREER COUNSELING AND CONSULTATION: A RESOURCE DOCUMENT

Second Edition

Dennis W. Engels
Editor

National Career Development Association
Pioneers in Career Development Since 1913
Alexandria, Virginia

Second Edition 1994

Published by the National Career Development Association, a division of the American Counseling Association, 5999 Stevenson Avenue, Alexandria, Virginia 22304.

Also available on computer disk.

This publication includes the most recent documents developed by the National Career Development Association regarding career development policy, career counseling competencies, consumer guidelines for career counselor selection, services of career development specialists, and ethical standards.

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PREFACE

It is very appropriate that this resource document be revised at this time. Changes in our nation and around the globe have influenced the world of work and the field of career development. Legislation is emphasizing career development programs for students and adults alike. Now more than ever, professional career development counselors are needed. Support of one another is essential. If you are not now a member of the National Career Development Association (NCDA), I encourage you to join us.

NCDA has been the leading association in setting standards and promoting quality career development services. This document provides an overview of our efforts to support the recognition and use of qualified professional career counselors in educational settings, community and government agencies, business and industry, and private practice.

In particular, the NCDA position paper on career development, formulated by Kenneth B. Hoyt and approved by the NCDA Board of Directors and Delegate Assembly, emphasizes the need to aid persons across the life span in a variety of settings. Qualified counselors and trained career development facilitators, under counselor supervision, are essential persons in meeting this need. Our organization supports the concept of ongoing professional development for career counselors and career facilitators, as they continually upgrade their services to their clients. This resource document provides a basis for that development.

Dennis W. Engels, NCDA President-Elect, has done an outstanding job in compiling the basic tenets of NCDA in this comprehensive source. He is to be commended for his excellent work.

Howard Splete
NCDA President
1993-94

FOREWORD

Since its founding in 1913, the National Career Development Association (NCDA) has been committed to promoting career development across the life span. In 1986, the NCDA Ethics Committee, under the leadership of Richard Evans and Frank Karpati, recognized the need to help the public determine what to expect from the various specialties providing career services. The committee's work culminated in the first edition of this document, consisting of an integration of NCDA works of value to the general public, legislative bodies and credentialing or regulating agencies. Demand for this document has been consistent testimony to the vigilance of these professionals in the vanguard of our field. This revised edition reflects the work and review of many professionals, including Mary Holdcroft, Frank Karpati, Richard Knowdell, Zandy Leibowitz, Nancy Schlossberg, Howard Splete, M. Carolyn Thomas, and Jane Hedrick Walter. I also express profound gratitude to Pat Nellor Wickwire, NCDA Media Committee Chair, and members of the Media Committee for contributions to the form and substance of this document.

This revision again brings together NCDA papers related to the professional practice of career counseling and consultation for the purpose of informing consumers, educators, practitioners and regulators. Some of these documents are revisions of works in the first edition and others are new. Section I provides an overview of NCDA and NCDA positions on career development via the 1992-93 NCDA Board's encompassing policy statement, with definitions of key terms and attention to fundamental concepts, issues, strategies, and practices at every stage of the life span. Career counseling competencies are described, defined and discussed in Section II. Efforts to help the public select and benefit from career counselors are reflected in Section III. Section IV presents attention to general and specific services provided by various career development specialties. NCDA's ethical standards and procedures for processing ethical complaints are presented in Section V. Additional printed resources are identified in Section VI to facilitate further inquiry and understanding.

Two other major efforts related to the professional practice of career counseling and consultation include the standards for career counseling in counselor education programs contained in the 1994 *CACREP Standards and Procedures Manual* available from the Council on Accreditation of Counseling and Related Programs, 5999 Stevenson Ave., Alexandria, VA 22304 and the requirements for the National Certified Career Counselor (NCCC) certification available from the National Board for Certified Counselors, 3-D Terrace Way, Greensboro, NC 27403.

Dennis W. Engels
Editor

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OVERVIEW: NATIONAL CAREER DEVELOPMENT ASSOCIATION

The National Career Development Association (NCDA), established in 1913 as the National Vocational Guidance Association, is the oldest of all professional counseling associations and a founding division of the 58,000-member American Counseling Association (ACA). Originally called the American Personnel and Guidance Association, ACA brings together 16 divisions, 1 organizational affiliate, and 56 state and international branches representing the guidance, counseling, and life-career development fields.

NCDA has a diverse membership of over 5,300 career counseling and development professionals including school and college counselors, agency counselors, counselor educators, researchers, private practitioners, and human resource workers in business, industry, and government. Through leadership at the local, state, national, and international levels, NCDA works to facilitate the professional growth of its members, to develop and encourage adherence to professional standards, to increase public understanding of career counseling practices over the life span and to promote the worth, dignity, uniqueness, potential, and life-career development of all people.

SECTION I: CAREER DEVELOPMENT: A POLICY STATEMENT OF THE NATIONAL CAREER DEVELOPMENT ASSOCIATION BOARD OF DIRECTORS

The development of any person's career takes place over most of his/her lifetime. The purpose of this statement is to describe and define the nature of and the need for career development through a series of National Career Development Association (NCDA) policy statements with respect to various life stages. These stages are: (a) pre-school age youth; (b) K-6 school grades, (c) 7-9 school grades, (d) 10-12 school grades, (e) youth in post-secondary institutions, (f) adults, and (g) retired persons.

Bedrock NCDA Policies Regarding Career Development

Each of the following statements represents a basic career development policy strongly supported by NCDA as an organization:

1. Freedom of occupational and career choice is one of the most important birth rights of every U.S. citizen. This freedom must be protected and enhanced throughout life.

2. Professional career development assistance including but not limited to career counseling should be available to all persons throughout the life span.

3. Career development assistance is a community partnership effort involving the education system, the home and family structure, business, industry, and a wide variety of community agencies and organizations. It is not carried out by career development professionals alone.

4. Equity, not just equality, of career development opportunities should be available for all persons. This means that, when two equally qualified persons compete for the same position, preference should be given to the person classified as belonging to the group most likely to have been kept out of the position in the past because of bias and stereotyping.

5. The right to change occupations and/or career directions is fully as important as the right to choose an occupation and/or career direction.

6. Accurate, up-to-date information about educational and occupational opportunities is vital.

7. Helping individuals increase self-understanding of their abilities, interests, values, and goals is a vital foundation of the career development process.

Definition of Terms

NCDA policy is to acknowledge diversity in conceptual views and definition of terms among career development professionals. However, to clarify terms used in official NCDA statements, the following definitions are adopted as NCDA policy: "Professional counselor" is a person who possesses at least a Master's degree with a major in counseling. "Career development" is the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total life span of any given individual. "Career" is the totality of work - paid and unpaid - one does in his/her lifetime. "Work" is sustained, conscious paid and/or unpaid effort, other than that having as its primary purpose either coping or relaxation, aimed at producing societally acceptable benefits for oneself and/or for oneself and others. "Drudgery" is involuntary effort to produce benefits for oneself and/or for oneself and others undertaken out of perceived necessity rather than personal choice. "Vocation" is one's primary work task at any given period of life. "Occupation" is one's primary work task in the world of paid employment. "Job" is an identified set of duties and responsibilities - paid or

unpaid - assigned to be performed usually on a sustaining, ongoing basis by one person. "Position" is a set of competencies (skills and knowledge) required as a component of the overall mission of the agency, organization, or setting in which the position exists. With these definitions, NCDA's conceptual view is that any given individual has only one "career" even though she/he changes occupations, vocations, positions, or jobs several times.

The Bedrock Importance of "Work" In Career Development

NCDA policy is that the key word in the concept of career development is work which represents the need to do-to achieve-to know that one is needed by others and is important. Work is a major way for individuals to recognize and understand both who they are and why they exist in terms of making contributions to society that bring personal meaning and satisfaction to them. It is when persons regard what they are doing as work that productivity is maximized. Without work, the best a job can provide is economic security benefits - which may not be enough to motivate the employee to perform in a maximally productive manner. The goal of career development is ensuring that the individual finds work as well as a job.

The career development movement contends there is no job in the world of paid employment devoid of potential for work but many people are working in jobs where this potential has not been realized. Where conditions are such that some persons cannot find work in their paid jobs and/or their primary work task in unpaid work (e.g., "student," "homemaker"). NCDA policy is that career development professionals should seek to help such persons discover work in productive uses of leisure time.

Career Development In The Home/Family Structure for Pre-School Age Youth

NCDA policy is to recognize and reinforce the critical role of the home and family structure in the career development of youth prior to the initiation of formal schooling. It is within the home and family structure where a non-biased view of occupations - one devoid of stereotyping - can and should first be presented to youth. It is in the home and family structure where the positive societal contributions of all honest work can and should first be communicated to youth and where youth should first be exposed to the concept that a strong relationship exists between education and occupational success.

Most importantly, within the home and family structure pre-school age youth can first be exposed to true work experiences as family members trying to do something that will be helpful to other members of the family. NCDA policy is to encourage and actively reinforce the concept of the home as a workplace and ALL family members as workers. NCDA's position is that work, not drudgery, should be included as a centerpiece of the home and family structure.

Career Development In Grades K-6

NCDA policy is to encourage elementary and secondary schools to form partnerships with parents to continue the kinds of pre-school activities discussed above during the entire period of schooling. In addition, each of the following major kinds of activities is endorsed by NCDA as needed and especially appropriate for use by teachers and counselors beginning at the K-6 level:

1. **Making The Classroom a Workplace.** NCDA policy is to strongly support recent recommendations of both the Secretary's (of Labor) Commission on Achieving Necessary Skills (SCANS, 1991, 1992) and of the Commission on the Skills of the American Workforce (1990) for changing the classroom from one based on the "assembly line" concept of the industrial revolution to the "high skills" concept of the coming high productivity American workforce where work - not drudgery - of both students and educators is emphasized. This emphasis holds high potential for helping each student acquire a positive set of work values as

part of his/her value system and thus for helping each pupil want to work. This must begin at the K-6 level if the total effort is to be successful.

2. **Teaching/Reinforcing Productive Work Habits.** NCDA policy is to encourage all teachers to emphasize and reward the practice of the kinds of work habits needed in a high productivity occupational society. These include such habits as: (a) coming to work (to school) on time, (b) doing one's best in carrying out work (school) assignments, (c) finishing assigned work tasks on schedule, (d) cooperating with other workers (pupils) in team efforts, (e) participating in problem solving and creative thinking, and (f) following directions given by supervisors (teachers). NCDA's position is that, when such habits become part of the pupil's lifestyle during the K-12 years, it is more likely he or she will possess these habits when seeking employment, after leaving school.

3. **Helping Pupils Understand Career Applications of Subject Matter.** NCDA policy is to encourage all teachers to help pupils to understand how the subject matter they are being asked to learn is valuable for success in a variety of occupational areas. This is especially true with regard to the basic academic skills of reading, mathematics, and oral/written communication to be learned at the K-6 level. NCDA policy is to use this kind of motivation as one among several means of encouraging pupils to learn - not as the only one or the most important one.

4. **Using Community Resource Persons To Emphasize both Work and Occupations.** NCDA policy is to encourage the involvement of resource persons representing various occupations in the community as one means of helping pupils understand career applications of subject matter. Such resource persons should be selected, in part, because they are able to illustrate clearly to pupils the importance of subject matter - and especially of basic academic skills in their occupations. In part, resource persons should be selected based on their commitment to work as illustrated by their commitment to the importance of what they are doing, why people need them to exist, and how people are helped through what they do. Only persons with a demonstrable commitment to work should be selected as occupational resource persons.

5. **Emphasizing Career Awareness But Not Specific Occupational Choices.** NCDA policy is to encourage all elementary school pupils to become aware of a wide array of occupations existing within and outside of their community. NCDA policy is to emphasize the societal contributions and natures of occupations but not to encourage specific occupational decision making by K-6 pupils.

6. **Reducing Bias and Stereotyping In Career Awareness.** NCDA policy is to encourage career development facilitators and all other educators, beginning at the K-6 level, to help pupils become aware of occupations in ways that demonstrate the potential of occupations being open for choice without restrictions based on sex, race, ethnic heritage, age, sexual orientation, creed, or disability. The emphasis should be on the possibility of openness, not on the likelihood of bias and stereotyping.

Career Development In Grades 7-9

Most of the career development activities recommended for the K-6 grades should be continued at Grades 7-9. In addition, NCDA policy is that career development in Grades 7-9 should place a strong emphasis on increasing self-understanding through career exploration for all youth but not on helping youth make specific occupational choices. During these years youth should be helped to become aware of the concepts of career interests, career aptitudes, and work values as they apply to various occupations and to themselves. Such self-knowledge should be valuable in

zeroing in on tentative occupational choices to be given serious consideration during the remainder of the secondary school experience. The prime goal is to increase young peoples' self-understandings with respect to career opportunities.

NCDA policy is to encourage strongly community volunteer work experience for all youth in Grades 7-9. Such work experience should be primarily aimed at helping youth (a) better understand and value the concept of work; (b) increase understandings of their own occupational interests, aptitudes, and values; and (c) make tentative occupational choices that are acknowledged to be susceptible to change as self and environmental understandings increase.

NCDA policy is to promote, in Grades 7-9, readiness for participation in such occupational preparation programs as (a) youth apprenticeship, (b) tech-prep, (c) internships, and (d) work-study, but not to actually begin such programs at this level. The primary goal, in Grades 7-9, is to maximize the options available for choice at the senior high and postsecondary levels. Thus, NCDA opposes educational programs designed to force youth to choose in Grades 7-9 whether or not they are "college-bound." On the contrary, NCDA supports a strong academic program for ALL youth at this level.

Career Development In Grades 10-12

NCDA policy calls for the continuation in Grades 10-12 of those activities specified earlier as appropriate for all educators in the K-12 education system. In addition, the primary kinds of career development emphasis in Grades 10-12 should center around helping youth make quality decisions regarding their educational/career plans at the postsecondary level. To provide such assistance demands the presence of school counselors with expertise in the career development process. NCDA's position is that the ideal is to provide ALL school counselors with this expertise and urge them to use it with ALL of their clients.

Three basic kinds of career development options are available for Grades 10-12 youth, including those who plan to (a) seek employment immediately after leaving high school, (b) seek postsecondary vocational/technical education and/or apprenticeship as preparation for employment, and (c) seek a four-year college/university degree as preparation for employment. NCDA supports programs designed to make it possible for persons to transfer from any one of these three basic options to another at various times during Grades 10-12.

1. **Youth Seeking Immediate Employment After Leaving High School.** NCDA policy is to support postsecondary education/training as preparation for employment for ALL secondary school leavers. NCDA is committed to systematic program efforts aimed at avoiding current practices that see approximately 1.5 million youth (including both high school graduates and dropouts) leaving secondary schools each year to enter low-level, dead-end jobs in the secondary labor market. For a variety of reasons, however, it seems almost certain that several hundred thousand youths will continue to seek employment immediately after leaving high school. NCDA supports a policy calling for strong efforts aimed at equipping such youth with general employability skills (including productive work habits) and positive work values leading to a desire to work coupled with strong job placement programs leading to employment in specific occupations. The active involvement of a variety of career development specialists, including school counselors, job developers, employment service counselors, and placement specialists, is needed. Career development assistance to these youth should be provided under an assumption that most will change occupations frequently during their adult working lives. Attempts to concentrate strongly on helping them make a single occupational choice are discouraged as NCDA policy. NCDA supports cooperative education, work-study, and high school youth apprenticeship programs carried out in collaborative partnerships with the private sector for these youth, provided that youth are given professional career development assistance in making decisions with regard to

entering such programs. It is NCDA policy that freedom of career choice demands that career development assistance to such youth should include multiple educational and occupational choices. No person should be faced with only one available route and, thus, no real freedom of career choice.

2. **Youth Seeking Some form of Postsecondary Vo-Tech Education.** NCDA policy is to contribute toward creating a high-skills occupational society for America through helping most of the 70% of high school youth who will not be four-year college or university graduates to acquire high levels of occupational skills through enrollment in postsecondary vocational and/or technical education. NCDA strongly supports a policy calling for employer contributions to such training either through creating and operating their own training programs or by providing financial support to others who are operating such programs. Among the other kinds of training programs strongly supported by NCDA are: (a) youth apprenticeship, (b) tech-prep programs, (c) vo-tech training programs in secondary schools, (d) vo-tech training programs in community colleges, (e) postsecondary vo-tech training programs in area vocational schools, (f) postsecondary vo-tech training in accredited proprietary schools, and (g) postsecondary vo-tech training in the all-volunteer armed forces.

   Since these kinds of institutional programs are obviously oriented around preparing persons for employment in specific kinds of occupational settings, NCDA policy is that career development professionals become as knowledgeable regarding these kinds of institutions as t hey are regarding offerings in four-year college and university settings. NCDA considers it particularly important that each of these kinds of institutions supply professional career development specialists with three basic kinds of data, including: (a) occupational placement data for use by professional career counselors; (b) evidence of their emphasis on producing graduates with the kinds of high-level occupational skills necessary for America to compete in the international marketplace; and (c) evidence of their emphasis on quality of effort - that is, on doing one's best - on behalf of each student.

   NCDA policy calls for professional career development specialists to help clients consider available educational and/or training opportunities in the widest possible variety of postsecondary vocational/technical settings and to help each client select the specific setting that appears to the client to be best for himself/herself. NCDA does not consider any one kind of setting as necessarily superior to any other. The primary concern of the career development professional is the client, not the setting. Thus, NCDA policy endorses exploratory tryout pre-enrollment programs that enable clients to consider various kinds of postsecondary vocational/technical training before making a final choice of one over all others. Options must be left open.

   At present, serious gaps exist between the ways in which many employers continue to structure their available jobs and the ways such jobs will be structured in a high-performance occupational society. NCDA policy is to emphasize to clients the nature and advantages of the emerging high-performance occupational society while simultaneously helping them recognize and adapt to the "here-and-now" nature of the "low-skills" occupational society still in existence in many places. NCDA policy is to view adaptability skills and attitudes leading toward understanding and appreciating openness to change as of great importance in preparing persons for work.

3. **Youth Seeking Enrollment In Four-Year Colleges/Universities.** In view of the fact that "careers" concerns are stated by a sizeable majority of entering college freshmen as the most important reason for pursuing higher education, NCDA policy calls for urging that career counseling - not merely academic counseling - of high school students contemplating college or university attendance be an important concern of school counselors. NCDA policy

is to encourage school counselors to help college-bound high school students consider most occupational choices as tentative and subject to change in direction during undergraduate education.

NCDA policy is to support actively various forms of work-based learning for college-bound youth and youth enrolled in colleges and universities as career exploration experiences during the high school and college/university years. These include: (a) internships, (b) shadowing of employed professionals, (c) work-study programs, (d) tech-prep programs, and (e) youth apprenticeship programs designed specifically for college-bound students. In each of these programs, NCDA policy supports extensive use of adult role models who are four-year college/university graduates.

NCDA policy is to emphasize education-work relationships - and, therefore, the necessity of relating educational and occupational choices - to both youth planning to attend four-year college/university programs and to college/university students. In this regard, NCDA policy calls for four-year college/university programs to supply occupational follow-up data to high school counselors for use in helping high school students make educational and occupational choices and to youth enrolled in colleges and universities.

NCDA policy is to encourage secondary school counselors to discuss, with college-bound youth, the multiple goals of higher education, not just the goal of education as preparation for work. NCDA policy urges school counselors to discuss with college-bound students the potential that college graduates have for contributing to society through paid and unpaid work undertaken as personal growth and productive use of leisure time. NCDA policy is to encourage secondary school counselors to discuss, with college-bound youth, work values as part of one's system of personal values.

NCDA policy is to encourage secondary school counselors to discuss with college-bound youth, the probability, based on Bureau of Labor Statistics projections (Sargent & Pfleeger, 1990) that many will be forced to seek employment in occupations that do not now require four- year college degrees. Career counselors must enter into such discussions carefully based on changing the American occupational structure from a "low-skill" to a "high-wage" high productivity society. The probabilities for many more occupations to require a four-year college/university degree are increasing, and school counselors must keep themselves current on these changes. The surplus of college graduates in the labor market may soon be greatly reduced.

NCDA policy is to recognize and encourage both secondary school counselors and counselors in college and university settings to help students recognize that the four-year college/university degree, itself, represents a set of general employability skills that will be helpful to many college graduates in job placement. College and university students experiencing difficulty in choosing an occupationally oriented major are as deserving of professional career counseling as any others. The potential marketplace value of a liberal arts-oriented program of studies should be recognized by both career counselors and the students they serve.

Career Development For Adults

Many ways currently exist for assisting adults in career development. In addition to those already widely established, NCDA policy is to support professional career development assistance to persons during these years through operation of a "Community Career Development Center" that is funded through a combination of public and private sector financial support and fees charged to persons using the Center's services. Each Center should provide opportunities for both adults and youth in the community to use: (a) extensive career appraisal, including self-appraisal, of a wide

variety of appraisal instruments including both paper and pencil and performance measures; (b) extensive career information facilities including local, state, and national data concerning a wide variety of occupations and the education/training needed to enter each; (c) career counseling services conducted by qualified professionals; (d) career training facilities designed to help persons acquire job seeking/finding/getting/holding skills, general employability skills, career decision-making skills, and a personally satisfying set of work values; and (e) career placement and followup services.

Each Center should serve as the primary place where active job seekers begin looking for specific jobs and where employers begin to look for new employees. Major kinds of clients to be served at each Center include: (a) recent school leavers seeking to enter the occupational society; (b) displaced adult workers in need of new occupations; (c) couple teams with each partner seeking employment in the same general community; (d) persons who have been discriminated against based on physical and/or mental disabilities, race, ethnic heritage, gender, sexual orientation; and/or age; and (e) persons wishing to change jobs and/or occupations in order to maximize their career development.

1. **Recent High School Leavers.** In addition, the need to help those who seek immediate employment after leaving high school with no specific job skills must be emphasized. Many such persons seem highly likely to wind up in what Hamilton (1990) has called the "secondary labor market" - low-level, low-paid, dead-end jobs with no retirement or health benefits and no tenure. Persons with such jobs are unlikely to find frequent opportunities to acquire the personal meaning and satisfaction that comes from work. On the contrary, most of their on-the-job time is spent in drudgery. NCDA policy is to provide these youth with an abundance of information concerning how the human need to work can be met through unpaid, volunteer productive use of leisure time. NCDA policy also calls for counselors to help such youth reconsider their decisions not to seek any form of postsecondary occupational education or training.

2. **Displaced Adult Workers In Need of New Occupations.** Faced with the fact that plant closings and corporate downsizing have displaced about two million workers per year since the 1970s (National Planning Association, 1990), NCDA policy is to place a high priority on helping to meet the comprehensive career development needs of such persons. To implement this policy, it will be necessary to make the several facets of career development available including (a) career awareness, (b) career exploration, (c) career planning, (d) career decision making, (e) career placement, and (f) career adjustment.

   Since many displaced adult workers are faced both with (a) the necessity of choosing new occupations paying less money than the ones they have left and (b) the necessity of undergoing the displacement process more than once during the adult working years, it is especially important that high quality career counseling be made available to such persons. NCDA policy is to support the establishment and enforcement of validated performance standards for all persons employed as professional career counselors and/or career development technicians.

3. **Dual-Couple Teams Seeking Employment.** NCDA policy is to recognize three kinds of dual couple teams seeking employment, each with distinctively different kinds of needs for career development assistance. These include: (a) the dual career couple (with both partners placing a high value on the personal meaning of work in his/her job), (b) the dual earner couple (with neither partner placing a high value on the personal meaning of work in her/his job), and (c) the one career/one earner couple (with only one partner placing a high value on the personal meaning of work in his/her job).

In the case of dual career couples, NCDA's policy is for professional career counselors to give equal priority to the career development needs pertaining to paid and unpaid work of both partners with variations from this policy based on decisions made by both partners during career counseling.

In the case of dual earner couples, NCDA's policy is to help each partner, through professional career counseling, to (a) seek to find personally meaningful work in her/his occupation and/or (b) seek to discover the personal satisfaction that comes from volunteer work carried out as productive use of leisure time.

In the case of the one career/one earner couple, NCDA policy is to provide equal priority to (a) meeting the needs of the "career" member to experience meaningful work in her/his occupation and (b) meeting the needs of the "earner" member to discover the personal satisfaction that comes from work carried out as part of his/her productive use of leisure time.

4. **Persons Whose Career Development Has Suffered Because of Bias and/or Stereotyping.** NCDA policy is to value diversity and a multicultural workforce through supporting and engaging actively in programs aimed at providing full equity of career development opportunities to ALL persons at ALL age levels. Such program taking place through K-12 career development programs need to be supplemented by active programs designed to meet the career development needs of adults. NCDA policy is to promote such programs as total community efforts involving both community organizations and employers as well as the education system with career development professionals being members - but not necessarily directors - of such efforts.

5. **Adults Seeking To Advance Their Careers Through Changing Occupations.** NCDA policy is to support strongly the concept that the right to change occupational choices is fully as sacred as the right to choose an occupation. The Community Career Development Centers described above should provide comprehensive career development opportunities for ALL adults at ALL age levels. The same kinds of help described earlier as needed by adult displaced workers should be available to any adult in the community interested in considering occupational change. NCDA policy is to support the provision of such help.

Career Development For Retired Persons

NCDA policy is to recognize and provide for meeting the continuing career development needs of two major kinds of retired persons including: (a) those whose job needs grow out of financial needs, and (b) those whose job needs and/or needs for productive use of leisure time grow out of the human need for work.

1. **Job Needs Growing Primarily Out of Financial Needs.** NCDA recognizes that current retirement plans for many adults are either nonexistent or inadequate to meet basic financial needs. The primary occupational needs of such adults are for current income, not for long-term career advancement. Many jobs exist in the secondary labor market in most communities that can be easily filled by retired adults. Many other retired adults can find part-time or even full-time jobs available to them if they enroll in relatively short-term occupational training programs in their communities. Still other retired adults will find it possible to perform part-time paid productive work for their former employers under conditions where both the employer and the worker benefit. NCDA supports programs aimed at meeting the career development needs of all retired adult persons but does not support one of these avenues as being necessarily superior to the others.

2. **Those Whose Career Development Needs Grow Out of the Human Need To Work.** NCDA recognizes and acknowledges that, for many retired persons, loss of their jobs results in loss in personal meaningfulness in life and in living. For such persons, NCDA policy is to support a variety of programs aimed at meeting the human need for work through productive use of leisure time in volunteer, unpaid work. NCDA supports programs designed to recognize and emphasize the use of job skills acquired prior to retirement. NCDA also supports programs designed to provide retired persons with new skills required for effective performance as community volunteer workers. NCDA policy is to support the volunteer efforts of retired persons to add qualitative improvements to the efforts of currently employed persons but not to replace currently employed persons with retired adult volunteer workers. NCDA policy is to emphasize and recognize the efforts of adult retired community volunteer workers at all age levels with no specific age where such efforts are no longer supported.

Concluding Remarks

The purposes of this document are to: (a) formulate a basis for official actions taken by the NCDA Board of Directors, (b) serve as a rationale for various official NCDA positions taken by the NCDA Board of Directors, (c) serve as a basis for revision and/or extension of NCDA policies on the part of the NCDA Board of Directors, (d) serve as a basis for revision of NCDA three-year plans and annual plans, (e) serve as a basis for revisions and/or extension of NCDA policies on the part of individual NCDA members, and (f) serve as a stimulus to greatly increase the emphasis on career development in counselor education programs. As such, this document is viewed as only the first of many steps to be taken in the formulation of a set of NCDA policies that truly represent the members of NCDA.

SECTION II: CAREER COUNSELING COMPETENCIES (ADOPTED BY NCDA BOARD JANUARY 11, 1991)

Introduction to Career Counseling Competency Statements

These competency statements are for those professionals interested and trained in the field of career counseling. For the purpose of these statements, career counseling is defined as counseling individuals or groups of individuals about occupations, careers, life/career roles and responsibilities, career decision making, career planning, leisure planning, career pathing, educational and career placement, and other career development activities, such as employability skills, together with the issues or conflicts that individuals confront regarding their careers.

These competency statements are a revised version of the "Vocational/Career Counseling Competencies" of 1982. They were revised by counselor educators and career counseling practitioners, then reviewed and approved by the Board of Directors of the National Career Development Association (NCDA). Career development competency statements developed by other groups, such as the National Occupational Information Coordinating Committee (NOICC), the National Board for Certified Counselors (NBCC), the Council for the AdvancementStandards for Student Services/Development Programs (CAS), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP), were reviewed as part of this revision. The NCDA Standards Committee responsible for this review and revision included Edwin Herr, James Sampson, Larry Burlew, Linda Gast, James Benshoff, and Janet Treichel.

NCDA's "Career Counseling Competencies" are intended to represent minimum competencies for those professionals at or above the Master's degree level of education. They can also serve as guidelines for any professional or paraprofessional working in a career development setting.

Purpose

Professional competency statements provide guidance for the minimum competencies necessary to perform effectively a particular occupation or job within a particular field. Professional career counselors (Master's degree or higher) or persons in career development positions must demonstrate the knowledge and skills for a specialty in career counseling that the generalist counselor might not possess. Skills and knowledge are represented by designated competency areas which have been developed by professional career counselors and counselor educators. The Career Counseling Competency Statements can serve as a guide for career counseling training programs or as a checklist for persons wanting to acquire or to enhance their skills in career counseling.

Minimum Competencies

In order to work as a professional engaged in Career Counseling, the individual must demonstrate minimum competencies in 10 designated areas. These 10 areas are: Career Development Theory, Individual and Group Counseling Skills, Individual/Group Assessment, Information/Resources, Program Management and Implementation, Consultation, Special Populations, Supervision, Ethical/Legal Issues, and Research/Evaluation. These areas are briefly defined as follows:

Career Development Theory: Theory base and knowledge considered essential for professionals engaging in career counseling and development.

Individual and Group Counseling Skills: Individual and group counseling competencies considered essential to effective career counseling.

Individual/Group Assessment: Individual/group assessment skills considered essential for professionals engaging in career counseling.

Information/Resources: Information/resource base and knowledge essential for professionals engaging in career counseling.

Program Management and Implementation: Skills necessary to develop, plan, implement, and manage comprehensive career development programs in a variety of settings.

Consultation: Knowledge and skills considered essential in enabling individuals and organizations to impact effectively upon the career counseling and development process.

Special Populations: Knowledge and skills considered essential in providing career counseling and development processes to special populations.

Supervision: Knowledge and skills considered essential in critically evaluating counselor performance, maintaining and improving professional skills, and seeking assistance from others when needed in career counseling.

Ethical/Legal Issues: Information base and knowledge essential for the ethical and legal practice of career counseling.

Research/Evaluation: Knowledge and skills considered essential in understanding and conducting research and evaluation in career counseling and development.

Professional Preparation

The competency statements were developed to serve as guidelines for persons interested in career development occupations. They are intended for persons training at the Master's level or higher with a specialty in career counseling. However, this intention does not prevent other types of career development professionals from using the competencies as guidelines for their own training. The competency statements provide counselor educators, supervisors, and other interested groups with guidelines for the minimum training required for counselors interested in the career counseling specialty. The statements might also serve as guidelines for professional counselors who seek in-service training to qualify as career counselors.

Ethical Responsibilities

Career development professionals must only perform activities for which they "possess or have access to the necessary skills and resources for giving the kind of help that is needed" (see ACA's Ethical Standards). If a professional does not have the appropriate training or resources for the type of career concern presented, an appropriate referral must be made. No person should attempt to use skills (within these competency statements) for which he/she has not been trained. For additional ethical guidelines, refer to the NCDA Ethical Standards for Career Counselors in Section V of this document.

Career Counseling Competencies and Performance Indicators

Career Development Theory

Theory base and knowledge considered essential for professionals engaging in career counseling and development. Demonstration of:

1. Knowledge about counseling theories and associated techniques.

2. Knowledge about theories and models of careers and career development.

3. Understanding and appreciation of differences in knowledge and value about work and productive roles associated with gender, age, ethnic and race groups, cultures, and capacities.

4. Knowledge about career counseling theoretical models, associated counseling and information techniques, and resources to learn more about them.

5. Knowledge about developmental issues individuals address throughout the life span.

6. Knowledge of role relationships which facilitate personal, family, and career development.

7. Knowledge of information, techniques, and models related to computer-assisted career guidance systems, career information delivery systems, and career counseling.

8. Knowledge of the information, techniques, and models related to career planning and placement.

9. Knowledge of career counseling theories and models that apply specifically to women or are inclusive of variables important to women's career development.

Individual and Group Counseling Skills

Individual and group counseling competencies considered essential to effective career counseling. Demonstration of:

1. Ability to establish and maintain productive personal relationships with individuals.

2. Ability to establish and maintain a productive group climate.

3. Ability to collaborate with clients in identifying personal goals.

4. Ability to identify and select techniques appropriate to client or group goals and client needs, psychological states, and developmental tasks.

5. Ability to plan, implement, and evaluate counseling techniques designed to assist clients to achieve the following:
   a. Identify and understand clients' personal characteristics related to career.
   b. Identify and understand social contextual conditions affecting clients' careers.
   c. Identify and understand familial, subcultural and cultural structures and functions as they are related to clients' careers.
   d. Identify and understand clients' career decision-making processes.
   e. Identify and understand clients' attitudes toward work and workers.
   f. Identify and understand clients' biases toward work and workers based on gender, race, and cultural stereotypes.

6. Ability to challenge and encourage clients to take action to prepare for and initiate role transitions by:
   a. Locating sources of relevant information and experience.
   b. Obtaining and interpreting information and experiences.
   c. Acquiring skills needed to make role transitions.

7. Ability to support and challenge clients to examine the balance of work, leisure, family, and community roles in their careers.

Individual/Group Assessment

Individual/group assessment skills considered essential for professionals engaging in career counseling. Demonstration of:

1. Knowledge about instruments and techniques to assess personal characteristics such as aptitude, achievement, interests, values and personality traits.

2. Knowledge about instruments and techniques to assess leisure interests, learning style, life roles, self-concept, career maturity, vocational identity, career indecision, work environment preference (e.g., work satisfaction), and other related life style/development issues.

3. Knowledge about instruments and techniques to assess conditions of the work environment (such as tasks, expectations, norms, and qualities of the physical and social settings).

4. Ability to evaluate and select instruments appropriate to the client's physical capacities, psychological states, social roles, and cultural background.

5. Knowledge about variables such as ethnicity, gender, culture, learning style, personal development, and physical/mental disability which affect the assessment process.

6. Knowledge of and ability to use computer-assisted assessment measures and techniques effectively and appropriately.

7. Ability to identify assessment (procedures) appropriate for specified situations and populations.

8. Ability to evaluate assessment procedures in terms of their validity, reliability, and relationships to race, gender, age, and ethnicity.

9. Ability to select assessment techniques appropriate for group administration and those appropriate for individual administration.

10. Ability to administer, score, and report findings from career assessment instruments.

11. Ability to interpret data from assessment instruments and present the results to clients and to others designated by clients.

12. Ability to assist the client and others designated by the client to interpret data from assessment instruments.

13. Ability to write a thorough and substantiated report of assessment results.

Information/Resources

Information/resource base and knowledge essential for professionals engaging in career counseling. Demonstration of:

1. Knowledge of employment information and career planning resources for client use.

2. Knowledge of education, training, and empioyment trends; labor market information and resources that provide information about job tasks, functions, salaries, requirements and future outlooks related to broad occupational fields and individual occupations.

3. Knowledge of the changing roles of women and men and the implications for work, education, family, and leisure.

4. Knowledge of and the ability to use computer-based career information delivery systems(CIDS) and computer-assisted career guidance systems (CACGS) to store, retrieve, and disseminate career and occupational information.

5. Knowledge of community/ professional resources to assist clients in career/life planning, including job search.

Program Management and Implementation

Knowledge and skills necessary to develop, plan, implement, and manage comprehensive career development programs in a variety of settings. Demonstration of:

1. Knowledge of designs that can be used in the organization of career development programs.

2. Knowledge of needs assessment and evaluation techniques and practices.

3. Knowledge of organizational theories, including diagnosis, behavior, planning, organizational communication, and management useful in implementing and administering career development programs.

4. Knowledge of leadership theories, evaluation and feedback approaches, organizational change, decision-making and conflict resolution approaches.

5. Knowledge of professional standards for accreditation and program development purposes.

6. Knowledge of personal and environmental barriers affecting the implementation of career development programs.

7. Knowledge of using computers for forecasting, budgeting, planning, communicating, policy analysis, and resource allocation.

8. Knowledge of educational trends and state and federal legislation that may influence the development and implementation of career development programs.

9. Ability to implement individual and group programs in career development for specified populations.

10. Ability to train and/or inform teachers and others about the use and application of computer-based systems for career information.

11. Ability to plan, organize, and manage a comprehensive career resource center.

12. Ability to work as a lead person in developing and implementing career development programs involving collaborative arrangements with teachers and other professionals or paraprofessionals.

13. Ability to prepare budgets and time lines for career development programs.

14. Ability to identify staff competencies needed to remain current in the field of career counseling and development.

15. Ability to identify, develop, and use record-keeping methods.

16. Ability to implement a public relations effort in behalf of career development activities and services.

Consultation

Knowledge and skills considered essential in relating to individuals and organizations that impact the career counseling and development process. Demonstration of:

1. Knowledge of and ability to use consultation theories, strategies, and models.

2. Ability to establish and maintain a productive consultative relationship with people in roles who can influence the client's career, such as the following: parents, teachers, employers, business and professional groups, community groups, and the general public.

3. Ability to convey career counseling goals and achievements to business and professional groups, employers, community groups, the general public, and key personnel in positions of authority, such as legislators, executives, and others.

4. Ability to provide data on the cost effectiveness of career counseling and development intervention.

Special Populations

Knowledge and skills considered essential in relating to special populations that impact career counseling and development processes. Demonstration of:

1. Knowledge of the intrapersonal dynamics of special population clients while understanding resistances and defenses that may occur naturally during the counseling process.

2. Sensitivity toward the developmental issues and needs unique to minority populations.

3. Sensitivity toward and knowledge of various disabling conditions and necessary assistance and requirements.

4. Ability to define the structure of the career counseling process to accommodate individual cultural frames of reference and ethnic and racial issues.

5. Ability to distinguish between the special needs of the culturally different, immigrants, the disabled, the elderly, persons with the AIDS virus, and minority populations.

6. Ability to find appropriate methods or resources to communicate with limited-English-proficient individuals.

7. Ability to identify alternative approaches to career planning needs for individuals with specific needs.

8. Ability to identify community resources and establish linkages to assist clients with specific needs.

9. Ability to assist other staff members, professionals, and community members in understanding the unique needs/characteristics of special populations with regard to career exploration, employment expectations, and economic/social issues.

10. Ability to advocate for the career development and employment of special populations.

11. Ability to deliver and design career development programs and materials to hard-to-reach special populations.

Supervision

Knowledge and skills considered essential in critically evaluating counselor performance, maintaining and improving professional skills, and seeking assistance from others when needed. Demonstration of:

1. Knowledge of supervision models and theories.

2. Ability to provide effective supervision to career counselors at different levels of experience.

3. Ability to utilize supervision on a regular basis to maintain and improve counselor skills.

4. Ability to consult with supervisors and colleagues regarding client and counseling issues and issues related to one's own professional development as a career counselor.

5. Ability to recognize own limitations as a career counselor and to seek supervision or refer clients when appropriate.

Ethical/Legal Issues

Information base and knowledge essential for the ethical and legal practice of career counseling. Demonstration of:

1. Knowledge about the codes of ethical standards of ACA, NCDA, NBCC, CACREP, and other relevant professional organizations.

2. Knowledge about current ethical and legal issues which affect the practice of career counseling.

3. Knowledge about ethical issues related to career counseling with women, cultural minorities, immigrants, the disabled, the elderly, and persons with the AIDS virus.

4. Knowledge about current ethical/legal issues with regard to the use of computer-assisted career guidance.

5. Ability to apply ethical standards to career counseling and consulting situations, issues, and practices.

6. Ability to recognize situations involving interpretation of ethical standards and to consult with supervisors and colleagues to determine an appropriate and ethical course of action.

7 Knowledge of state and federal statutes relating to client confidentiality.

Research/Evaluation

Knowledge and skills considered essential in understanding and conducting research and evaluation in career counseling and development.
Demonstration of:

1. Knowledge about and ability to apply basic statistics and statistical procedures appropriate to research related to career counseling and development.

2. Knowledge about and ability to use types of research and research designs appropriate to career counseling and development research.

3. Knowledge about and ability to convey major research findings related to career counseling and development processes and effectiveness.

4. Knowledge about and ability to apply principles of proposal writing.

5. Knowledge about major evaluation models and methods.

6. Ability to design, conduct, and use the results of evaluation programs.

7. Ability to design evaluation programs which take into account the needs of special populations, minorities, the elderly, persons with the AIDS virus, and women.

SECTION III: NCDA'S CONSUMER GUIDELINES FOR SELECTING A CAREER COUNSELOR

Public awareness of the importance of career counseling has only recently begun to emerge. In view of its mission and the general public's lack of familiarity with criteria for selecting an appropriate career counselor, the National Career Development Association developed these guidelines for information purposes.

Roles of the Career Counselor

Services of career counselors differ, depending on the counselor's level of competence, the setting, client needs, and other factors. National Certified Career Counselors and other professional career counselors help people make and carry out decisions and plans related to life/career directions. Strategies and techniques of professional career counselors are tailored to the specific needs of the person seeking help. It is likely that the career counselor will do one or more of the following:

- Conduct individual and group personal counseling sessions to help clarify life/career goals.
- Administer and interpret tests and inventories to assess abilities, interests, and other factors, and to identify career options.
- Encourage exploratory activities through assignments and planning experiences.
- Utilize career planning systems and occupational information systems to help individuals better understand the world of work.
- Provide opportunities for improving decision-making skills.
- Assist in developing individualized career plans.
- Teach job hunting strategies and skills and assist in the development of resumes.
- Help resolve potential personal conflicts on the job through practice in human relations skills.
- Assist in understanding the integration of work and other life roles.
- Provide support for persons experiencing job stress, job loss, and career transition.

Career Counselor Training and Credentials

The designation "National Certified Career Counselor" signifies that the career counselor has achieved the highest certification in the profession. Furthermore, it means that the Career Counselor has

- Earned a graduate degree in counseling or in a related professional field from a regionally accredited higher education institution.
- Completed supervised counseling experience which included career counseling.
- Acquired a minimum of three years of full-time career development work experience.
- Successfully completed a knowledge-based certification examination.

Professional career counselors may also be trained in a one- or two-year graduate level counselor preparation program with a specialty in career counseling. They may be licensed by state agencies or certified by national or state professional associations.

A listing of National Certified Career Counselors in your area may be obtained from the National Board for Certified Counselors, Inc. (NBCC), 3-D Terrace Way, Greensboro, NC 27403, (910) 547-0607.

Client Expectations

You may ask career counselors for a detailed explanation of services, fees, time commitments, and a copy of their ethical guidelines. Professional counselors are required to follow the ethical standards of professional bodies, such as the National Board for Certified Counselors, the American Counseling Association, the American Psychological Association, or the National Career Development Association. You may terminate services at any time and pay only for the services rendered.

Career counseling requires the expertise of a trained professional. Be wary of services that promise you more money, quick promotions, or guaranteed resumes. Career issues are usually complex and require a multifaceted approach by a career counselor who has extensive education, training, and experience.

What Do Career Counselors Do?

The services of career counselors differ depending on competence. National Certified Career Counselors or other professional career counselors help people make decisions and plans related to life/career directions. The strategies and techniques are tailored to the specific needs of the person seeking help. It is likely that the career counselor will do one or more the following:

- Conduct individual and group personal counseling sessions to help clarify life/career goals.
- Administer and interpret tests and inventories to assess abilities, interests, and so forth, and to identify career options.
- Encourage exploratory activities through assignments and planning experiences.
- Utilize career planning systems and occupational information systems to help individuals better understand the world of work.
- Provide opportunities for improving decision-making skills.
- Assist in developing individualized career plans.
- Teach job hunting strategies and skills and assist in the development of resumes.
- Help resolve potential personal conflicts on the job through practice in human relations skills.
- Assist in understanding the integration of work and other life roles.
- Provide support for persons experiencing job stress, job loss, and/or career transition.

Ask any counselor you are considering for a detailed explanation of services (career counseling, assessment, employment search strategy planning, resume writing, and so forth). Make sure you understand the service, your degree of involvement, and your financial commitment.

Career Counseling Fees

Select a counselor who is professionally trained, who specifies fees and services upon request, and who lets you choose the services you desire. Make certain you can terminate the services at any time, paying only for services rendered.

Promises

Be skeptical of services that make promises of more money, better jobs, resumes that get speedy results, or an immediate solution to career problems.

Ethical Practices

Professional career counselors are expected to follow the ethical guidelines of organizations such as the National Career Development Association, the National Board for Certified Counselors, the American Counseling Association, or the American Psychological Association. Professional codes of ethics advise against grandiose guarantees and promises, exorbitant fees, breaches of confidentiality, and related matters of misconduct. You may wish to ask for a detailed explanation of services offered, your financial and time commitments, and a copy of the ethical guidelines used by the career counselor or service you are considering.

Consumer Rights and Responsibilities (National Board for Certified Counselors and Chi Sigma Iota)

Noting the importance of consumer rights and responsibilities, the National Board for Certified Counselors and Chi Sigma Iota, an honorary counseling society, have published the following statement:

Consumer Rights

- Be informed of the qualifications of your counselor: education, experience, and professional counseling certification(s) and state license(s).
- Receive an explanation of services offered, your time commitments, and fee scales and billing policies prior to receipt of services.
- Be informed of limitations of the counselor's practice to special areas of expertise (e.g., career development, ethnic groups), or age group (such as adolescents, older adults).
- Have all that you say treated confidentially and be informed of any state laws placing limitations on confidentiality in the counseling relationship.
- Ask questions about the counseling techniques and strategies and be informed of your progress.
- Participate in setting goals and evaluating progress toward meeting them.
- Be informed of how to contact the counselor in an emergency situation.
- Request referral for a second opinion at any time.
- Request copies of records and reports to be used by other counseling professionals.
- Receive a copy of the code of ethics to which your counselor adheres.
- Contact the appropriate professional organization if you have doubts or complaints relative to the counselor's conduct.
- Terminate the counseling relationship at any time.

Consumer Responsibilities

- Set and keep appointments with your counselor. Let him/her know as soon as possible if you cannot keep an appointment.
- Pay your fees in accordance with the schedule you pre-established with the counselor.
- Help plan your goals.
- Follow through with agreed-upon goals.
- Keep your counselor informed of your progress toward meeting your goals.
- Terminate your counseling relationship before entering into arrangements with another counselor.

SECTION IV: SERVICES PROVIDED BY CAREER DEVELOPMENT SPECIALTIES

A Case for Differentiation of Specialties

Employment opportunities in the United States continually undergo major change. The information explosion has dramatically increased the pace and magnitude of that change. Within the 20-year period from 1995 to 2015, over millions of job environments will likely be altered, and the majority of current manufacturing jobs will disappear. As a result, millions of workers will be occupationally displaced or mismatched.

Concurrently, American youth will face added competition for jobs made more diverse and complex by the advances of technology and the global economy. The increasing numbers of women and minorities seeking employment during the 20-year period and the "graying" of the labor force are additional examples of change. Many jobs that lasted for generations will no longer last even a lifetime.

Changes noted above and other factors have prompted and will likely continue to stimulate substantial increases in the demand for career counseling and related services. Increased demand has fostered a number of career service provider groups, with widely varied ranges of education, expertise, and competence. As demand for career development assistance continues to increase, offerings of available services will likely continue to proliferate. Already, there are indications that the general public, regulatory and credentialing bodies, and the profession are in acute need of guidelines for distinguishing among and between various types of career-related services and service providers. The public, the media, and others have difficulty differentiating career counselors, who assist clients with career planning, career decision making, career development and related activities, from others who provide specific career services, such as employment search consultants or employment agents.

Employment search consultants provide support services and teach job search techniques to career-decided clients. Another group of providers, employment agents, are paid a fee only when someone is placed in a job. Other career service providers might, likewise, emphasize one major area of career development or placement. Career counselors, on the other hand, might address these specific career placement concerns as part of a much more comprehensive approach to facilitating client self-awareness, client awareness of opportunities, and means to access opportunities, client decision making, and general and specific career plans and implementation strategies.

In summary, the demand for career services and the diversity of these services are rapidly expanding. Given this demand and diversity, it is no wonder that there are misunderstandings regarding the services provided by career counselors and job placement specialists, outplacement consultants, employment agents, cooperative education instructors, and others. Organizations of providers and agencies that offer credentials or regulate career services must develop and refine well-defined specialty descriptions and communicate those descriptions to their members, to their employees, and to the public(s) they serve. This resource publication is a continuation of NCDA's first step in that direction.

Capsule descriptions of the services provided by six career specialties are presented below.

Capsule Descriptions of Specialties

The descriptions of career development specialties presented below mandate training and competence on the part of persons who provide career services. Section II of this document lists a

number of important competencies. With respect to training, NCDA strongly endorses the certification standards advanced by the National Board for Certified Counselors. These standards include:

- A graduate degree in cour seling or in a related professional field from a regionally accredited higher education institution.
- Graduate level coursework pertinent to the practice of career counseling and related specialties.
- Supervised counseling experience which includes career counseling.
- Successful completion of a knowledge-based certification examination.

These standards apply in principle, if not in all particulars, to each of the career development specialties described below. Specifics regarding the standards may be obtained from the National Board for Certified Counselors, 3-D Terrace Way, Greensboro, NC 27403. Many states have similar certification and licensing standards.

Career Counselors (Private and Public Settings)

- Possess basic skills in consultation, program development, and program evaluation.
- Provide theory-based life/career and leisure counseling to individuals and groups.
- Teach decision-making skills and assist with career exploration.
- Assist in developing individualized career plans.
- Assist in the integration of work and other life roles.
- Evaluate, organize, and provide educational and occupational information resources and information about the labor market.
- Administer and interpret interest and values inventories, related formal and informal assessment tools, and ability and achievement tests that aid in identifying and evaluating career options.
- Assist with job-search planning, resume development, and interviewing and networking skills. In some settings, provide outplacement and job development services until successful employment or reemployment is secured.

Human Resource, Career Development, and Employee Assistance Specialists (In-House Organizational Setting External HR/CD/EAP Firms)

Human Resource, Career Development, and Employee Assistance Specialists (In-House Organizational Setting External HR/CD/EAP Firms);

- Participate in the design and implementation of systems for employee development and career management.
- Link career development with other human resource initiatives and functions.
- Possess a thorough understanding of business strategy, planning, and goals, and their relationship to a competitive HR strategy.
- Participate in organization development, change management, and strategic planning.
- Train and support line managers in developing their employees.
- Coordinate the career development of employees from initial selection to retirement planning.
- Conduct job analyses and develop performance evaluation standards.
- Integrate organizational and individual goals to optimize efficiency, productivity, and employee satisfaction.
- Provide theory-based life/career and leisure counseling.
- Teach decision-making skills and assist with career redirection.
- Assist in developing individualized career plans.
- Evaluate, organize, and provide educational and occupational information resources and information about the labor market.
- Administer and interpret interest, ability, and achievement tests that aid in identifying and evaluating career options.

- Help resolve potential personal conflicts on the job through practice in human relations skills.
- Structure preretirement and outplacement services.
- Offer outplacement services until successful reemployment.
- Measure and evaluate effectiveness of career development/HR initiatives, systems and practices.

Career and Employment Search Consultants (Private Setting)

- Offer job search assistance for clients who possess career direction.
- Provide labor market information.
- Teach job search, interviewing, and negotiating skills.
- Assist with resume development.
- Provide administrative support services until re-employment.

Cooperative Education Instructors (Educational Setting)

- Secure supervised work experience that is consistent with the curricular activities, needs, and abilities of students.
- Serve as a liaison between the school and the employer.
- Evaluate the educational development and work performance of the student in conjunction with an employment supervisor.

Employment Agents (Private Setting)

- Obtain employment for clients on a contractual basis where a fee is paid only by the employer.
- Serve as liaison between the employer and the client for the purpose of placing the client with an employer.

Outplacement Consultants

- Work for firms whose services are retained by corporations and other organizations.
- Consult with corporate/organizational clients.
- Conduct employability skills training with displaced individuals and groups.

Job Placement Specialists (Public Setting)

- Develop effective working relationships with employers.
- Assess the needs of employers and clients and act as a liaison between parties.
- Assist clients in securing meaningful employment.
- Provide federal and state labor law information.
- Teach job search, interviewing, and negotiating skills.
- Assist with resume development.
- Conduct local labor market and follow-up studies to optimize service efficiency.

School Counselors, Community College and College Counselors and Counselors in Postsecondary Technical Institutes

- Develop and implement developmental counseling program based on models such as the National Career Development Guidelines (NOICC, 1989), which include attention to career development throughout the life span.

SECTION V: NATIONAL CAREER DEVELOPMENT ASSOCIATION ETHICAL STANDARDS (Revised 1991)

These Ethical Standards were developed by the National Board for Certified Counselors (NBCC), an independent, voluntary, not-for-profit organization incorporated in 1982. Tit'ed "Code of Ethics" by NBCC and last amended in February 1987, the Ethical Standards were adopted oy the National Career Development Association (NCDA) Board of Directors in 1987 and revised in 1991, with minor changes in wording (e.g., the addition of specific references to NCDA members).

Preamble: NCDA is an educational, scientific, and professional organization dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual and, thus, to the service of society. This code of ethics enables the NCDA to clarify the nature of ethical responsibilities for present and future professional career counselors.

Section A: General

1. NCDA members influence the development of the profession by continuous efforts to improve professional practices, services, and research. Professional growth is continuous through the career counselor's career and is exemplified by the development of a philosophy that explains why and how a career counselor functions in the helping relationship. Career counselors must gather data on their effectiveness and be guided by their findings.

2. NCDA members have a responsibility to the clients they are serving and to the institutions within which the services are being performed. Career counselors also strive to assist the respective agency, organization, or institution in providing the highest caliber of professional services. The acceptance of employment in an institution implies that the career counselor is in agreement with the general policies and principles of the institution. Therefore, the professional activities of the career counselor are in accord with the objectives of the institution. If, despite concerted efforts, the career counselor cannot reach agreement with the employer as to acceptable standards of conduct that allow for changes in institutional policy that are conducive to the positive growth and development of clients, then terminating the affiliation should be seriously considered.

3. Ethical behavior among professional associates (e.g., career counselors) must be expected at all times. When accessible information raises doubt as to the ethical behavior of professional colleagues, the NCDA member must make action to attempt to rectify this condition. Such action uses the respective institution's channels first and then uses procedures established by the American Counseling Association, of which NCDA is a division.

4. NCDA members neither claim nor imply professional qualifications which exceed those possessed, and are responsible for correcting any misrepresentations of these qualifications by others.

5. NCDA members must refuse a private fee or other remuneration for consultation or counseling with persons who are entitled to their services through the career counselor's employing institution or agency. The policies of some agencies may make explicit provisions for staff members to engage in private practice with agency clients. However, should agency clients desire private counseling or consulting services, they must be apprised of other options available to them. Career counselors must not divert to their private practices, legitimate clients in their primary agencies or of the institutions with which they are affiliated.

6. In establishing fees for professional counseling services, NCDA members must consider the financial status of clients and the respective locality. In the event that the established fee status is inappropriate for the client, assistance must be provided in finding comparable services of acceptable cost.

7. NCDA members seek only those positions in the delivery of professional services for which they are professionally qualified.

8. NCDA members recognize their limitations and provide services or only use techniques for which they are qualified by training and/or experience. Career counselors recognize the need, and seek continuing education, to assure competent services.

9. NCDA members are aware of the intimacy in the counseling relationship, maintain respect for the client, and avoid engaging in activities that seek to meet their personal needs at the expense of the client.

10. NCDA member do not condone or engage in sexual harassment which is defined as deliberate or repeated comments, gestures, or physical contacts of a sexual nature.

11. NCDA members avoid bringing their personal or professional issues into the counseling relationship. Through an awareness of the impact of stereotyping and discrimination (e.g., biases based on age, disability, ethnicity, gender, race, religion, or sexual preference), career counselors guard the individual rights and personal dignity of the client in the counseling relationship.

12. NCDA members are accountable at all times for their behavior. They must be aware that all actions and behaviors of a counselor reflect on professional integrity and, when inappropriate, can damage the public trust in the counseling profession. To protect public confidence in the counseling profession, career counselors avoid public behavior that is clearly in violation of accepted moral and legal standards.

13. NCDA members have a social responsibility because their recommendations and professional actions may alter the lives of others. Career counselors remain fully cognizant of their impact and are alert to personal, social, organizational, financial, or political situations or pressures which might lead to misuse of their influence.

14. Products or services provided by NCDA members by means of classroom instruction, public lectures, demonstrations, written articles, radio or television programs, or other types of media must meet the criteria cited in Sections A through F of these Ethical Standards.

Section B: Counseling Relationship

1. The primary obligation of NCDA members is to respect the integrity and promote the welfare of the client, regardless of whether the client is assisted individually or in a group relationship. In a group setting, the career counselor is also responsible for taking reasonable precautions to protect individuals from physical and/or psychological trauma resulting from interaction within the group.

2. The counseling relationship and information resulting from it remains confidential, consistent with the legal obligations of the NCDA member. In a group counseling setting, the career counselor sets a norm of confidentiality regarding all group participants' disclosures.

3. NCDA members know and take into account the traditions and practices of other professional groups with whom they work, and they cooperate fully with such groups. If a person is

receiving similar services from another professional, career counselors do not offer their own services directly to such a person. If a career counselor is contacted by a person who is already receiving similar services from another professional, the career counselor carefully considers that professional relationship and proceeds with caution and sensitivity to the therapeutic issues as well as the client's welfare. Career counselors discuss these issues with clients so as to minimize the risk of confusion and conflict.

4. When a client's condition indicates that there is a clear and imminent danger to the client or others, the NCDA member must take reasonable personal action or inform responsible authorities. Consultation with other professionals must be used where possible. The assumption of responsibility for the client's behavior must be taken only after careful deliberation, and the client must be involved in the resumption of responsibility as quickly as possible.

5. Records of the counseling relationship, including interview notes, test data, correspondence, audio or visual tape recordings, electronic data storage, and other documents are to be considered professional information for use in counseling. They should not be considered a part of the records of the institution or agency in which the NCDA member is employed unless specified by state statute or regulation. Revelation to others of counseling material must occur only upon the expressed consent of the client; career counselors must make provisions for maintaining confidentiality in the storage and disposal of records. Career counselors providing information to the public or to subordinates, peers, or supervisors have a responsibility to ensure that the content is general; unidentified client information should be accurate and unbiased, and should consist of objective, factual data.

6. NCDA members must ensure that data maintained in electronic storage are secure. The data must be limited to information that is appropriate and necessary for the services being provided and accessible only to appropriate staff members involved in the provision of services by using the best computer security methods available. Career counselors must also ensure that electronically stored data are destroyed when the information is no longer of value in providing services.

7. Data derived from a counseling relationship for use in counselor training or research shall be confined to content that can be disguised to ensure full protection of the identity of the subject/client and shall be obtained with informed consent.

8. NCDA members must inform clients, before or at the time the counseling relationship commences, of the purposes, goals, techniques, rules and procedures, and limitations that may affect the relationship.

9. All methods of treatment by NCDA members must be clearly indicated to prospective recipients and safety precautions must be taken in their use.

10. NCDA members who have an administrative, supervisory, and/or evaluative relationship with individuals seeking counseling services must not serve as the counselor and should refer the individuals to other professionals. Exceptions are made only in instances where an individual's situation warrants counseling intervention and another alternative is unavailable. Dual relationships with clients that might impair the career counselor's objectivity and professional judgment must be avoided and/or the counseling relationship terminated through referral to another competent professional.

11. When NCDA members determine an inability to be of professional assistance to a potential or existing client, they must, respectively, not initiate the counseling relationship or immediately terminate the relationship. In either event, the career counselor must suggest appropriate

alternatives. Career counselors must be knowledgeable about referral resources so that a satisfactory referral can be initiated. In the event that the client declines a suggested referral, the career counselor is not obligated to continue the relationship.

12. NCDA members may choose to consult with any other professionally competent person about a client and must notify clients of this right. Career counselors must avoid placing a consultant in a conflict-of-interest situation that would preclude the consultant's being a proper party to the career counselor's efforts to help the client.

13. NCDA members who counsel clients from cultures different from their own must gain knowledge, personal awareness, and sensitivity pertinent to the client populations served and must incorporate culturally relevant techniques into their practice.

14. When NCDA members engage in intensive counseling with a client, the client's counseling needs should be assessed. When needs exist outside the counselor's expertise, appropriate referrals should be made.

15. NCDA members must screen prospective group counseling participants, especially when the emphasis is on self-understanding and growth through self-disclosure. Career counselors must maintain an awareness of each group participant's welfare throughout the group process.

16. When electronic data and systems are used as a component of counseling services, NCDA members must ensure that the computer application, and any information it contains, are appropriate for the respective needs of clients and is nondiscriminatory. Career counselors must ensure that they themselves have acquired a facilitation level of knowledge with any system they use including hands-on application, search experience, and understanding of the uses of all aspects of the computer-based system. In selecting and/or maintaining computer-based systems that contain career information, career counselors must ensure that the systems provide current, accurate, and locally relevant information. Career counselors must also ensure that clients are intellectually, emotionally, and physically compatible with the use of the computer application and understand its purpose and operation. Client use of a computer application must be evaluated to correct possible problems and assess subsequent needs.

17. NCDA members who develop self-help, stand-alone computer software for use by the general public must first ensure that it is initially designed to function in a stand-alone manner, as opposed to modifying software that was originally designed to require support from a counselor. Secondly, the software must include program statements that provide the user with intended outcomes, suggestions for using the software, descriptions of inappropriately used applications, and descriptions of when and how counseling services might be beneficial. Finally, the manual must include the qualifications of the developer, the development process, validation data, and operating procedures.

Section C: Measurement and Evaluation

1. NCDA members must provide specific orientation or information to an examinee prior to and following the administration of assessment instruments or techniques so that the results may be placed in proper perspective with other relevant factors. The purpose of testing and the explicit use of the results must be made known to an examinee prior to testing.

2. In selecting assessment instruments or techniques for use in a given situation or with a particular client, NCDA members must evaluate carefully the instrument's specific theoretical bases and characteristics, validity, reliability, and appropriateness. Career counselors are professionally responsible for using unvalidated information with special care.

3. When making statements to the public about assessment instruments or techniques, NCDA members must provide accurate information and avoid false claims or misconceptions concerning the meaning of psychometric terms. Special efforts are often required to avoid unwarranted connotations of terms such as IQ and grade-equivalent scores.

4. Because many types of assessment techniques exist, NCDA members must recognize the limits of their competence and perform only those functions for which they have received appropriate training.

5. NCDA members must note when tests are not administered under standard conditions or when unusual behavior or irregularities occur during a testing session and the results must be designated as invalid or of questionable validity. Unsupervised or inadequately supervised assessments, such as mail-in tests, are considered unethical. However, the use of standardized instruments that are designed to be self-administered and self-scored, such as interest inventories, is appropriate.

6. Because prior coaching or dissemination of test materials can invalidate test results, NCDA members are professionally obligated to maintain test security. In addition, conditions that produce most favorable test results must be made known to an examinee (e.g., penalty for guessing).

7. NCDA members must consider psychometric limitations when selecting and using an instrument, and must be cognizant of the limitations when interpreting the results. When tests are used to classify clients, career counselors must ensure that periodic review and/or re-testing are conducted to prevent client stereotyping.

8. An examinee's welfare, explicit prior understanding, and agreement are the factors used when determining who receives the test results. NCDA members must see that appropriate interpretation accompanies any release of individual or group test data (e.g., limitations of instrument and norms).

9. NCDA members must ensure that computer-generated assessment administration and scoring programs function properly, thereby providing clients with accurate assessment results.

10. NCDA members who are responsible for making decisions based on assessment results, must have appropriate training and skills in educational and psychological measurement including validation criteria, test research, and guidelines for test development and use.

11. NCDA members must be cautious when interpreting the results of instruments that possess insufficient technical data, and must explicitly state to examinees the specific purposes for the use of such instruments.

12. NCDA members must proceed with caution when attempting to evaluate and interpret performances of minority group members or other persons who are not represented in the norm group on which the instrument was standardized.

13. NCDA members who develop computer-based interpretations to support the assessment process must ensure that the validity of the interpretations is established prior to the commercial distribution of the computer application.

14. NCDA members recognize that test results may become obsolete, and avoid the misuse of obsolete data.

15. NCDA members must avoid the appropriation, reproduction, or modification of published tests or parts thereof without acknowledgment and permission from the publisher.

Section D: Research and Publication

1. NCDA members will adhere to relevant guidelines on research with human subjects. These include:

    a. *Code of Federal Regulations*, Title 45, Subtitle A, Part 46, as currently issued.
    b. American Psychological Association. (1982). *Ethical principles in the conduct of research with human participants.* Washington, DC: Author.
    c. American Psychological Association. (1981). Research with human participants. *American Psychologist, 36*, 633-638.
    d. Family Educational Rights and Privacy Act. (Buckley Amendment to P. L. 93-380 of the Laws of 1974).
    e. Current federal regulations and various state privacy acts.

2. In planning research activities involving human subjects, NCDA members must be aware of and responsive to all pertinent ethical principles and ensure that the research problem, design, and execution are in full compliance with the principles.

3. The ultimate responsibility for ethical research lies with the principal researcher, although others involved in research activities are ethically obligated and responsible for their own actions.

4. NCDA members who conduct research with human subjects are responsible for the subjects' welfare throughout the experiment and must take all reasonable precautions to avoid causing injurious psychological, physical, or social effects on their subjects.

5. NCDA members who conduct research must abide by the following basic elements of informed consent:

    a. a fair explanation of the procedures to be followed, including an identification of those which are experimental.
    b. a description of the attendant discomforts and risks.
    c. a description of the benefits to be expected.
    d. a disclosure of appropriate alternative procedures that would be advantageous for subjects.
    e. an offer to answer any inquiries concerning the procedures.
    f. an instruction that subjects are free to withdraw their consent and to discontinue participation in the project or activity at any time.

6. When reporting research results, explicit mention must be made of all the variables and conditions known to the NCDA member that may have affected the outcome of the study or the interpretation of the data.

7. NCDA members who conduct and report research investigations must do so in a manner that minimizes the possibility that the results will be misleading.

8. NCDA members are obligated to make available sufficient original research data to qualified others who may wish to replicate the study.

9. NCDA members who supply data, aid in the research of another person, report research results, or make original data available, must take due care to disguise the identity of respective subjects in the absence of specific authorization from the subject to do otherwise.

10. When conducting and reporting research, NCDA members must be familiar with, and give recognition to, previous work on the topic, must observe all copyright laws, and must follow the principles of giving full credit to those to whom credit is due.

11. NCDA members must give due credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to the research and/or publication, in accordance with such contributions.

12. NCDA members should communicate to others the results of any research judged to be of professional value. Results that reflect unfavorably on institutions, programs, services, or vested interests must not be withheld.

13. NCDA members who agree to cooperate with another individual in research and/or publication incur an obligation to cooperate as promised in terms of punctuality of performance and with full regard to the completeness and accuracy of the information required.

14. NCDA members must not submit the same manuscript, or one essentially similar in content, for simultaneous publication consideration by two or more journals. In addition, manuscripts that are published in whole or substantial part in another journal or published work should not be submitted for publication without acknowledgment and permission from the previous publication.

Section E: Consulting

Consultation refers to a voluntary relationship between a professional helper and help-needing individual, group, or social unit in which the consultant is providing help to the client(s) in defining and solving a work-related problem or potential work-related problem with a client or client system.

1. NCDA members acting as consultants must have a high degree of self-awareness of their own values, knowledge, skills, limitations, and needs in entering a helping relationship that involves human and/or organizational change. The focus of the consulting relationship must be on the issues to be resolved and not on the person(s) presenting the problem.

2. In the consulting relationship, the NCDA member and client must understand and agree upon the problem definition, subsequent goals, and predicted consequences of interventions selected.

3. NCDA members must be reasonably certain that they, or the organization represented, have the necessary competencies and resources for giving the kind of help that is needed or that may develop later, and that appropriate referral resources are available to the consultant.

4. NCDA members in a consulting relationship must encourage and cultivate client adaptability and growth toward self-direction. NCDA members must maintain this role consistently and not become decision makers for clients or create a future dependency.

5. NCDA members conscientiously adhere to the NCDA Ethical Standards when announcing consultant availability for services.

Section F: Private Practice

1. NCDA members should assist the profession by facilitating the availability of counseling services in private as well as public settings.

2. In advertising services as private practitioners, NCDA members must advertise in a manner that accurately informs the public of the professional services, expertise, and counseling techniques available.

3. NCDA members who assume an executive leadership role in a private practice organization do not permit their names to be used in professional notices during periods of time when they are not actively engaged in the private practice of counseling.

4. NCDA members may list their highest relevant degree, type, and level of certification and/or license, address, telephone number, office hours, type and/or description of services, and other relevant information. Listed information must not contain false, inaccurate misleading, partial, out-of-context, or otherwise deceptive material or statements.

5. NCDA members who are involved in partnership or corporation with other professionals must, in compliance with the regulations of the locality, clearly specify the separate specialties of each member of the partnership or corporation.

6. NCDA members have an obligation to withdraw from a private-practice counseling relationship if it violates the NCDA Ethical Standards, if the mental or physical condition of the NCDA member renders it difficult to carry out an effective professional relationship, or if the counseling relationship is no longer productive for the client.

PROCEDURES FOR PROCESSING ETHICAL COMPLAINTS

As a division of the American Counseling Association (ACA) the National Career Development Association (NCDA) adheres to the guidelines and procedures for processing ethical complaints and the disciplinary sanctions adopted by ACA. A complaint against an NCDA member may be filed by any individual or group of individuals ("complainant"), whether or not the complainant is a member of NCDA. Action will not be taken on anonymous complaints.

For specifics on how to file ethical complaints and a description of the guidelines and procedures for processing complaints, contact:

ACA Ethics Committee
c/o Executive Director
American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304
(800) 347-6647

SECTION VI: REFERENCES AND ADDITIONAL RESOURCES

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Note: In 1992, the American Association for Counseling and Development (AACD) became the American Counseling Association (ACA), and the Association for Measurement and Evaluation in Counseling and Development (AMECD) became the Association for Assessment in Counseling (AAC).

Resource Order Form

Order by Phone
NCDA Products Dept.
800-347-6647 Ext. 309
703-823-9800 Ext. 309

Order by Mail
NCDA Products Dept.
c/o Crestar Bank
P.O. Box 79273
Baltimore, MD 21279-0273

I certify that I am an NCDA member Yes❑ No❑

My Membership number is _____ (Required for purchase)

Order #	Title	Quanity	Member Price	Regular Price	Total
72201	Professional Practice of Career Counseling and Consultation 2nd Ed.		7.00	9.00	
72411	A Counselor's Guide to Career Assessment Instruments, 3rd Ed.		40.00	50.00	
72412	1993 NCDA Gallup Survey		15.00	20.00	
72653	Adult Career Development: Concepts, Issues and Practices		27.00	36.00	
72225	Career Literature, Software and Video Review Guidelines. Combined Set		12.00	18.00	
72652	Guidelines for the Prepration and Evalution of Career and Occupational Information Literature		5.00	7.00	
72651	Career Software Review Guidelines		5.00	7.00	
72223	Guidelines for the Preparation and Evaluation of Video Career Material		5.00	7.00	
72206	Directory of Career Development Programs in Counselor Education		25.00	35.00	
72650	Enhancing the Design and Use of Computer-Assisted Career Guidance Systems		23.00	28.00	

Subtotal _____
VA residents add 4.5% sales tax _____
Shipping/handling for first item _____
$2.50, .50¢ for each additional item _____
TOTAL _____

Check Payment Method:
Payment enclosed (no cash or foreign checks) $_____
Official Institution P.O. attached _____

Charge my MasterCard❑ VISA❑
I hereby authorize NCDA to charge my purchase plus shipping/handling.
Total Amount $ _____
Account # _____
Exp. Date _____
Name on card _____
Signature _____

Bill to (*for purchase orders*)
Name _____
Address _____
_____
City _____
State _____ Zip _____

Ship to
Name _____
Address _____
City _____
State _____ Zip _____